



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

725 N. Central Avenue, Suite 113, Avondale, AZ 85323

### PPEP & Affiliates

#### AZ LEARNS<sup>1</sup>

##### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### No Child Left Behind

##### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

##### School Improvement Status <sup>(b)</sup>

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### School Overview

Principal/Administrator : Ms. Rebecca C. Edmonds  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 73  
 Web Address : [www.ppeptechs.org](http://www.ppeptechs.org)  
 Phone Number : (623) 925-2161  
 Fax Number : (623) 925-1035  
 E-mail : [bedmonds@ppep.org](mailto:bedmonds@ppep.org)

#### Mission

The mission of PPEP TEC High School is to provide quality educational services to students, ages 15-21 in grades 9-12, who are at risk of becoming permanent dropouts of our public educational system. Fulfilling this mission will also provide students with the knowledge and skills necessary to obtain employment or continue their education in post-secondary institutions.

#### School / Academic Goals

- ü To provide students with an opportunity to obtain a high school diploma which will enable them to find better employment, enter the military, or continue their education after graduation.
- ü To provide students with the life skills and career skills necessary to be productive citizens of their communities.
- ü To improve student success on the state mandated Terra Nova and AIMS tests to ensure student success after graduation.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 62  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 44

## Instructional Programs

- Ü Alternative Education
- Ü Individualized Instruction
- Ü Self-Paced
- Ü Standards-Based
- Ü AIMS Preparation
- Ü Intense School-to-Career Preparation

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

PPEP TEC High School's responsibilities to parents of students enrolled in our school include: providing a safe learning environment for their sons/daughters that encourages high academic standards; providing a self-paced, individualized curriculum; encouraging parent participation on Site-Based Councils; maintaining communication through annual open houses, the parent-student handbook, telephone calls, student progress reports, and student report cards.

### Parents

It is the parent's responsibility to: promote and support learning and education in the home; ensure their sons/daughters attend school regularly; ensure their sons/daughters follow PPEP TEC High School zero-tolerance discipline policies and procedures; participate in school functions for parents and families.

## Transportation Policy

PPEP TEC High School will make transportation available to students enrolled in the 'Lito' Pena Learning Center in Avondale, whose place of residence is one and one-half miles or more from the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	280	69846	100	100	100	664	662	699	45	64	21	45	16	11	9	19	49	0	2	18
All Students (Prior Year)	12	271	65934	86	100	100	451	459	492	100	85	43	0	9	18	0	5	24	0	1	15
Female	13	136	34328	100	100	99	677	665	702	14	57	19	71	22	12	14	20	51	0	0	18
Male	10	144	35509	100	100	100	640	660	696	100	69	23	0	10	11	0	17	48	0	3	18
African American	NC	21	3535	NC	100	100	NC	657	677	NC	56	31	NC	33	15	NC	11	46	NC	0	8
Hispanic	13	181	23363	100	100	100	658	658	680	57	70	32	43	14	16	0	16	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	11	4785	--	100	100	--	666	671	--	50	39	--	50	17	--	0	39	--	0	5
White	NC	67	36421	NC	100	99	NC	675	714	NC	50	12	NC	14	8	NC	29	54	NC	7	26
Students with Disabilities	NC	42	7690	NC	100	100	NC	649	593	NC	90	64	NC	5	14	NC	5	21	NC	0	2
Students without Disabilities	22	238	62220	100	100	99	666	665	712	40	58	16	50	18	11	10	22	53	0	2	20
Limited English Proficient Students	--	48	5834	--	100	100	--	642	612	--	100	46	--	0	20	--	0	31	--	0	3
Migrant Students	--	NC	117	--	NC	NA	--	NC	677	--	NC	44	--	NC	18	--	NC	35	--	NC	3
Economically Disadvantaged	11	182	21421	100	100	92	669	659	686	40	67	35	60	16	15	0	16	43	0	0	7
Non-Economically Disadvantaged	12	98	48489	100	100	100	659	666	704	50	59	15	33	15	10	17	22	52	0	4	23

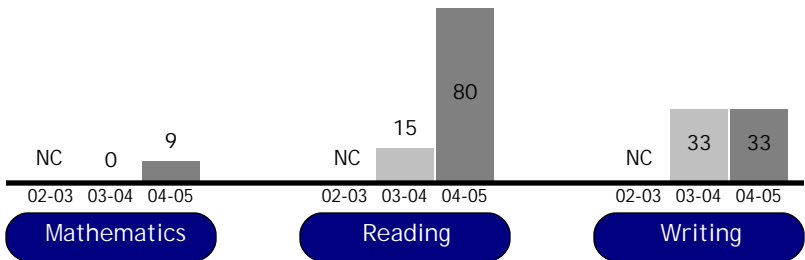
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	292	71311	100	100	100	692	659	694	0	22	7	20	43	21	80	33	63	0	2	9
All Students (Prior Year)	13	254	68162	100	100	100	467	475	509	46	42	18	38	32	24	15	26	51	0	0	8
Female	NC	153	34899	NC	100	100	NC	664	700	NC	18	5	NC	41	19	NC	38	66	NC	3	10
Male	NC	139	36430	NC	100	100	NC	655	688	NC	25	9	NC	45	22	NC	28	61	NC	1	8
African American	NC	20	3573	NC	100	100	NC	658	676	NC	25	9	NC	25	26	NC	50	60	NC	0	4
Hispanic	NC	192	24056	NC	100	100	NC	653	672	NC	28	13	NC	44	31	NC	26	53	NC	2	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	15	5110	--	100	100	--	679	661	--	0	14	--	40	38	--	60	46	--	0	2
White	NC	63	36841	NC	100	99	NC	673	713	NC	9	3	NC	44	12	NC	44	72	NC	3	13
Students with Disabilities	NC	43	8021	NC	100	100	NC	630	590	NC	45	27	NC	45	42	NC	9	29	NC	0	1
Students without Disabilities	16	249	63379	100	100	100	697	665	707	0	17	5	11	42	18	89	38	68	0	3	10
Limited English Proficient Students	--	60	6402	--	100	100	--	631	596	--	48	25	--	40	44	--	12	30	--	0	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	NC	201	22243	NC	100	93	NC	654	677	NC	25	14	NC	45	32	NC	29	51	NC	1	3
Non-Economically Disadvantaged	10	91	49157	100	100	100	683	668	702	0	17	4	33	40	16	67	40	69	0	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	289	70868	100	100	100	654	649	688	22	14	5	44	54	23	22	31	63	11	1	9
All Students (Prior Year)	12	249	67629	92	100	100	449	449	524	58	55	22	8	19	16	33	25	59	0	0	3
Female	NC	146	34710	NC	100	99	NC	665	697	NC	3	3	NC	54	19	NC	41	66	NC	2	12
Male	NC	143	36176	NC	100	100	NC	634	678	NC	24	7	NC	53	27	NC	23	59	NC	0	7
African American	NC	19	3557	NC	100	99	NC	626	675	NC	29	7	NC	57	25	NC	14	62	NC	0	6
Hispanic	NC	188	23868	NC	100	100	NC	641	670	NC	18	9	NC	58	33	NC	25	55	NC	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	15	5001	--	100	100	--	655	661	--	0	9	--	80	41	--	20	48	--	0	2
White	NC	65	36710	NC	100	99	NC	672	702	NC	6	2	NC	39	15	NC	52	69	NC	3	13
Students with Disabilities	NC	44	7900	NC	100	100	NC	621	580	NC	27	22	NC	68	49	NC	5	28	NC	0	1
Students without Disabilities	15	245	63054	100	100	99	666	655	701	13	12	3	50	50	20	25	37	67	13	1	10
Limited English Proficient Students	--	60	6308	--	100	100	--	608	591	--	32	19	--	60	47	--	8	33	--	0	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	NC	197	21994	NC	100	92	NC	642	673	NC	15	10	NC	64	36	NC	21	52	NC	0	3
Non-Economically Disadvantaged	NC	92	48960	NC	100	100	NC	660	694	NC	14	3	NC	38	18	NC	46	67	NC	2	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	15	22	41	65	22	NA	42	36	30	29	51
	Language	93	17	15	42	68	15	18	42	36	32	28	50
	Mathematics	93	29	32	60	58	19	30	63	36	30	24	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

## Council Duties

- Ü Promotion/Retention Issues
- Ü Parent/Educator Relations
- Ü Technology
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline Issues

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	1.20	Teacher Aide	2.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	0	0	0
10 or more years	0	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	66%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab
- Ü Intranet in development
- Ü Video Conferencing

## Extracurricular Activities

- Ü Student Council
- Ü LULAC Youth Council
- Ü FAME Leadership Training
- Ü Financial Literacy
- Ü After-school Tutoring

## Social Services

- Ü Life Skills
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Parenting Classes as needed

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Ninety eight percent of parents are 'Highly Satisfied' or 'Satisfied' with the academic progress of their son/daughter. Ninety seven percent of students are 'Highly Satisfied' or 'Satisfied' with the quality of teachers.
- ü The 'Lito' Pena Learning Center made Adequate Yearly Progress for the 2004-05 school year.
- ü PPEP TEC High School was able to add more technology to the School-to-Career and overall Curriculum due to a Title IID-Ed Tech Discretionary Grant.
- ü PPEP TEC High School has graduated over 1,750 students since its inception in 1995.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	71	12	12	17
Transfers In Rate <sup>6</sup>	248	28	28	37
Stability Rate <sup>7</sup>	28	87	87	82
Promotion Rate <sup>8</sup>	10	96	95	81
Retention Rate <sup>9</sup>	25	1	1	3
Dropout Rate <sup>10</sup>	57	0	1	6
Status Unknown <sup>11</sup>	53	0	1	4
Graduation Rate <sup>12</sup>	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

PPEP TEC High School ensures a safe and healthy learning environment by: enforcing a dress code or uniform code policy at all schools; strictly enforcing our zero-tolerance discipline policies and procedures; fostering relationships with local law enforcement agencies; and fostering working relationships with local social service agencies that provide services to at-risk youth.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Carol Myers	(623) 925-2161
Transportation Policy	Rebecca C. Edmonds	(520) 294-6997
Community Resources	Carol Myers	(623) 925-2161
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 73 Copies = \$28.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.